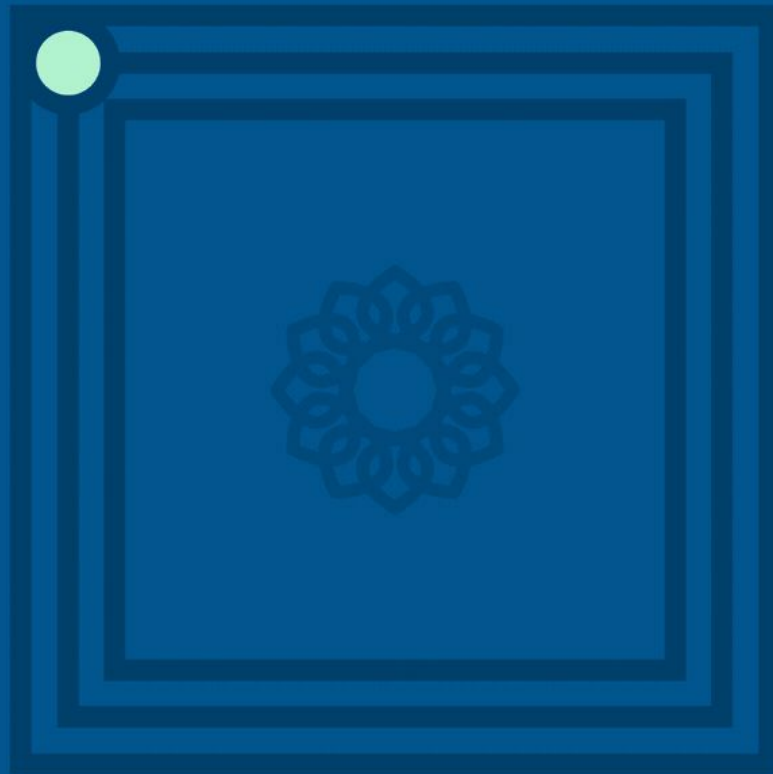


The Wisconsin School Mental Health Framework Getting Started

Liz Krubsack, LPC
Monica Caldwell, LCSW
Lisa Stein



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent



INHALE

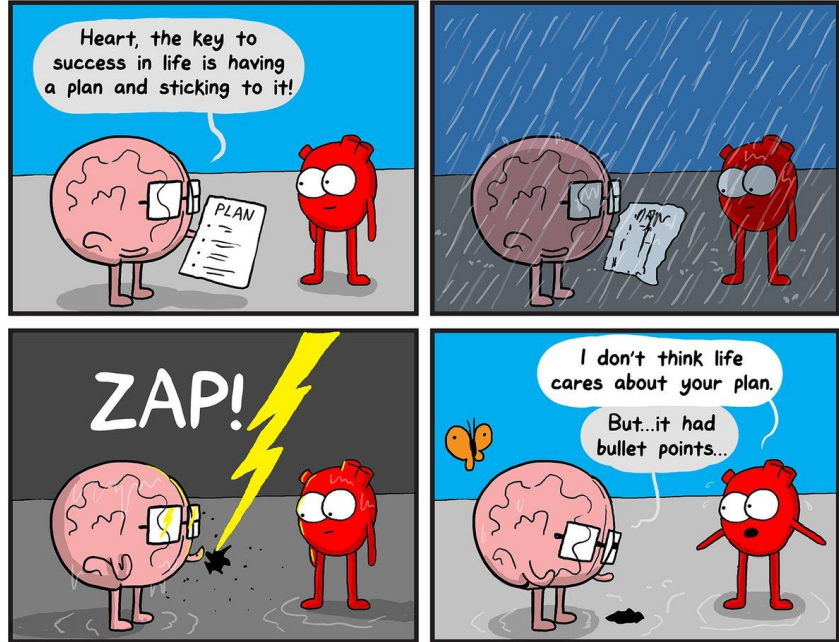
#DeStressMonday

DeStressMonday.org

DE STRESS
MONDAY

Today's Work

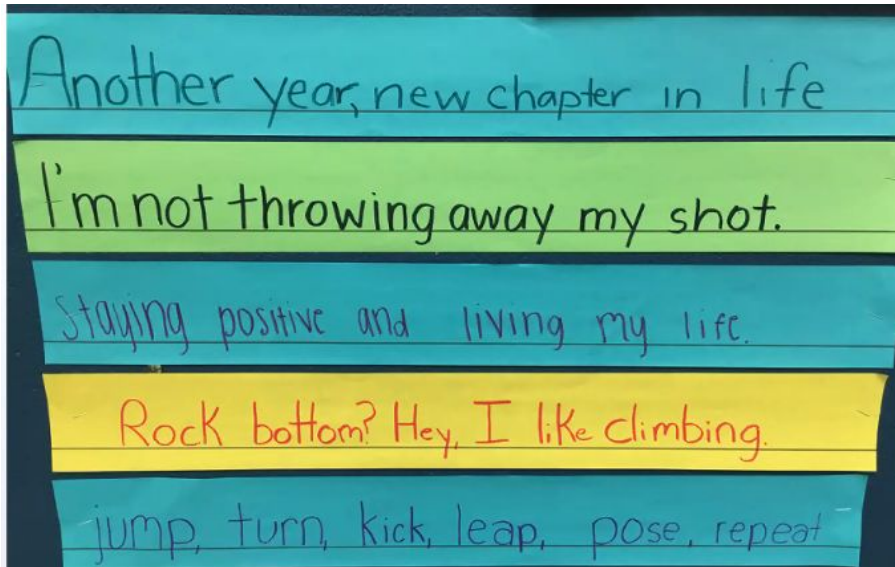
- Defining Comprehensive School Mental Health
- Tools and resources for moving towards a more comprehensive system



theAwkwardYeti.com

Opening Activity: 6 Word Story

- Compose a six-word story that conveys your thoughts about, understanding of, or experiences related to mental health and wellness.
- Write it down!

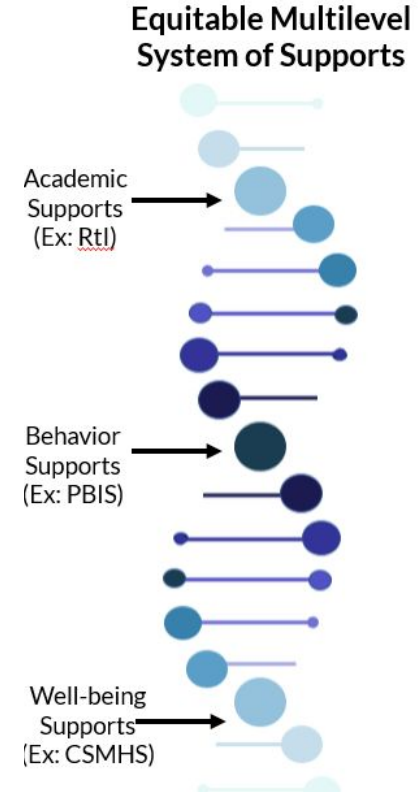


What Do You Think of When You Hear School Mental Health?

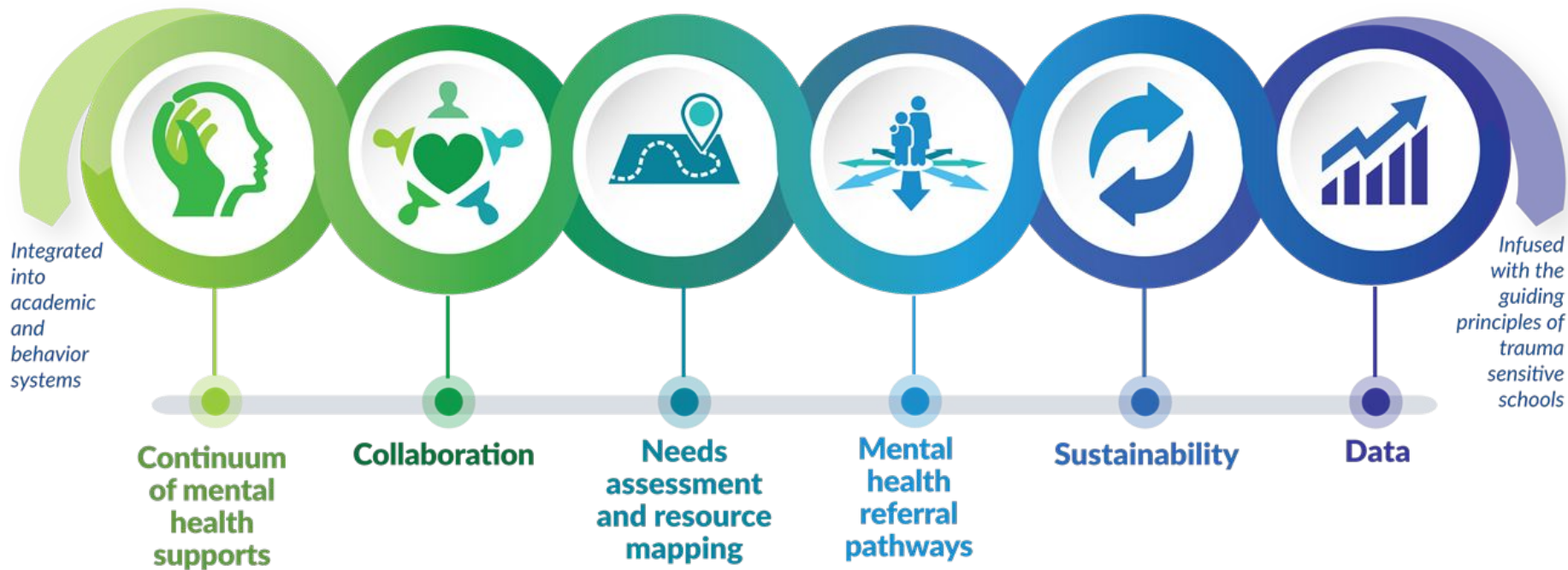


What is a Comprehensive School Mental Health System (CSMHS)?

- Provide an array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.
- Built on a strong foundation of school professionals, in strategic partnership with students and families, as well as community health and mental health partners.
- Assess and address the social and environmental factors that impact mental health, including public policies and social norms that shape mental health outcomes.(Lever 2019)."



Wisconsin's Comprehensive School Mental Health Framework



How CSMHS Move us Towards Our Purpose



What are your goals as an educator?

Elements of CSMHS have been shown to:

- Increase academic achievement and graduation rates (Kase et al. 2017, Lehr et al. 2004)
- Increase student engagement and connectedness to school (Greenberg et al. 2005)
- Decrease the need for restrictive placements (Bruns 2004).
- Increased access to mental health care (Guo 2010)
- Promote positive psychosocial outcomes (Durlak et al. 2007)
- Improved school climate (Astor 2017).

How Do We Create a More Comprehensive System?



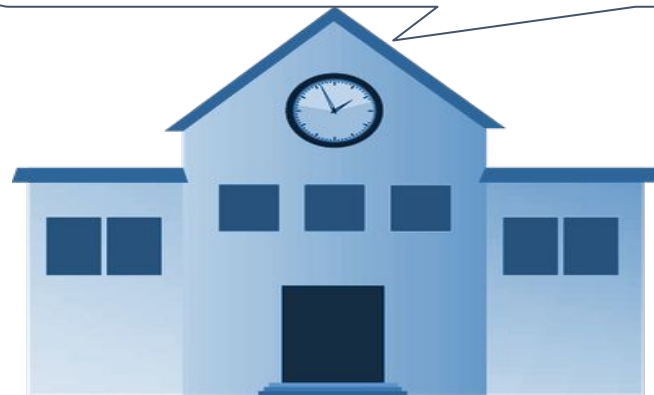
Fixing Systems, Not Students

Mental health is an individual student problem that takes time and resources to address.



VS

Mental health is an asset for students, families, schools, and communities. Investing in CSMHS leads to a stronger, healthier, more equitable community.



Fixing Systems, Not Students

We have a school based therapist, so we're "doing" school mental health



VS

We need to provide a full continuum of supports that proactively promotes well-being in all students and is integrated into existing academic and behavior supports.



Fixing Systems, Not Students

We can improve student mental health if we implement this new program



VS



Improving student mental health requires identifying and changing policies and adult practices that act as barriers to well-being and perpetuate inequities.

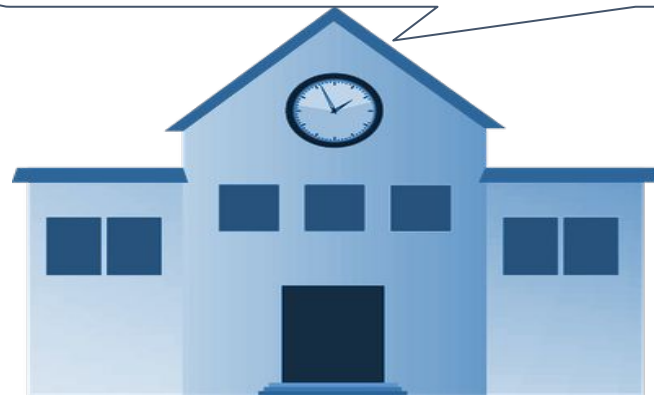
Fixing Systems, Not Students

Having conversation about mental health with students is only the job of Student Services staff.



VS

Everyone understands and is committed to their role in promoting well-being in the school-community and are supported in playing that role.



Fixing Systems, Not Students

We have to implement piecemeal programs as a reaction to individual student problems



VS

We use a framework to engage in continuous improvement to build a comprehensive, integrated system



Turn and Talk!

How does your community approach school mental health?



VS

What knowledge needs to be gained, beliefs need to shift, practices need to change, in order for your community to be fully committed to fixing the system, not the students?



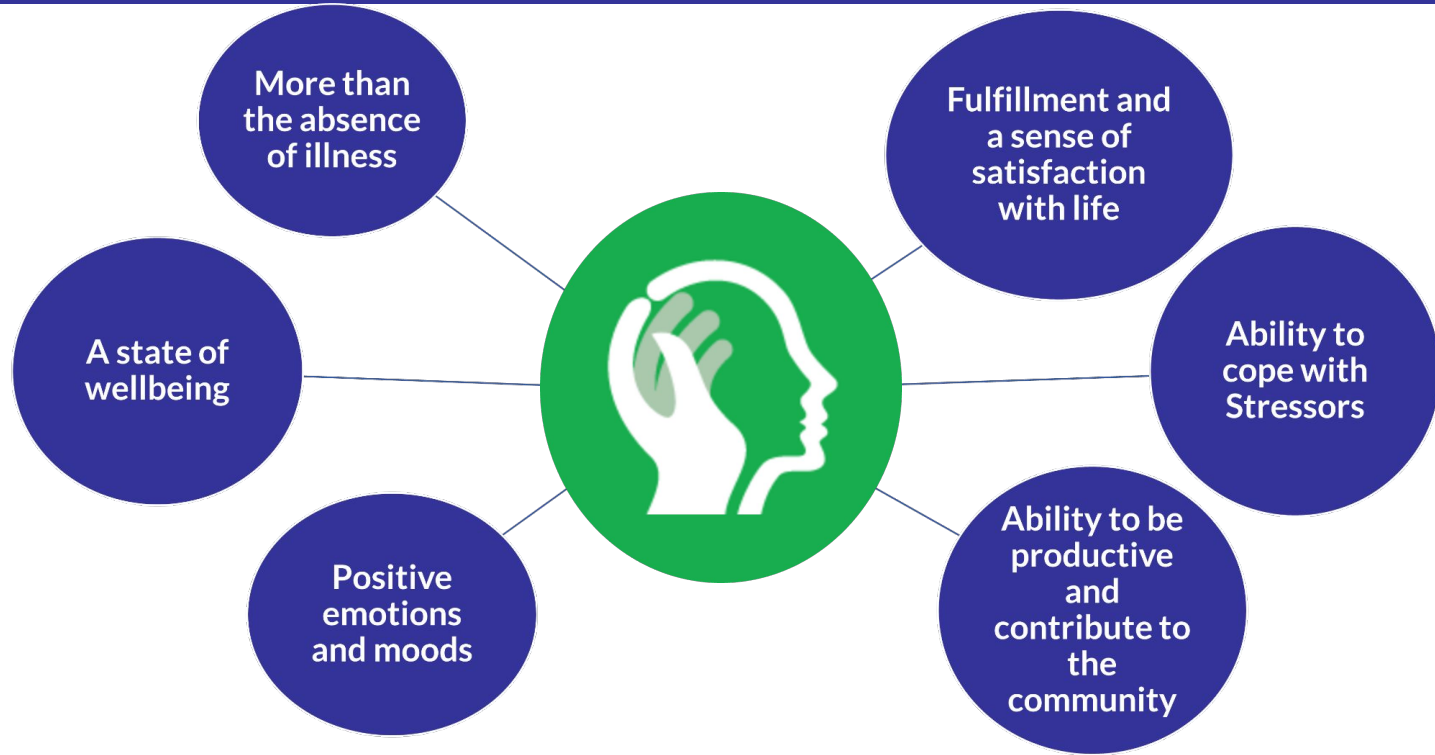
How Do We Create a More Comprehensive System?



What is Mental Health Literacy?



Defining Mental Health



What Influences Mental Health?



What influences Mental Health?



Economic Stability

Includes influencers such as poverty, employment, food security, and housing security.



Education Access and Quality

Includes influencers such as graduation from high school, enrollment in higher education, general educational attainment, language and literacy, and early childhood education.



Social and Community Context

Includes influencers such as community cohesion, civic participation, racism and discrimination, conditions in the workplace, and incarceration.



Healthcare Access and Quality

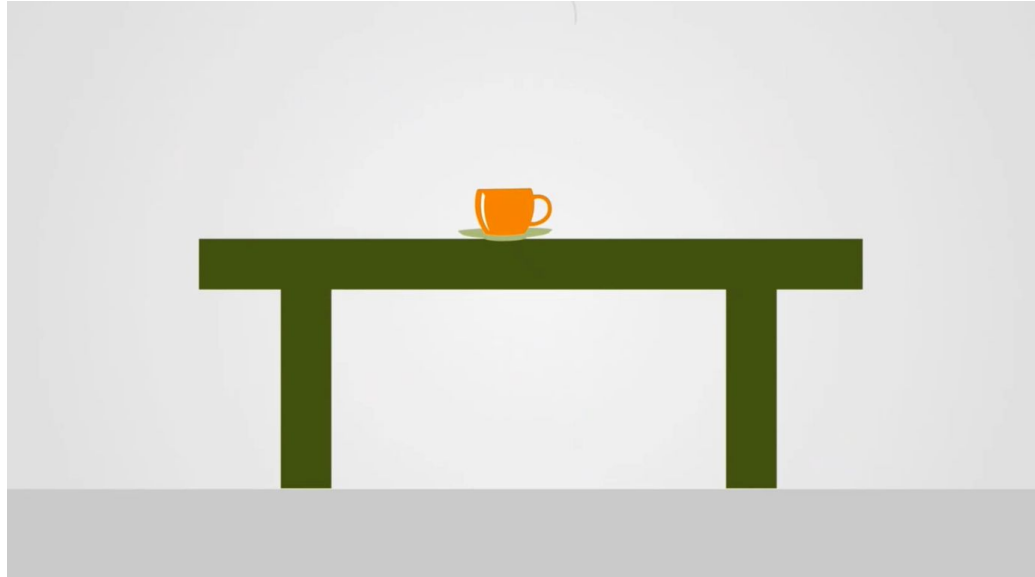
Includes influencers such as access to healthcare and primary care, health insurance coverage, health and mental health literacy.



Neighborhood and Built Environment

Includes influencers such as quality of housing, access to transportation, availability of healthy foods, air and water quality, and neighborhood crime and violence.

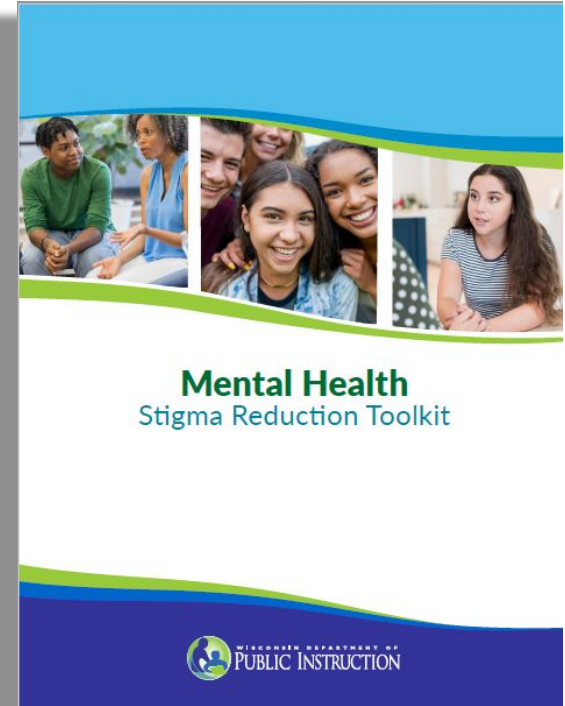
Levelness of a Table



<https://www.frameworksinstitute.org/toolkit/talking-about-t-child-mental-health-in-tennessee/>

MH Literacy: Tools to Get Started

- Stigma [reduction toolkit](#)
- MH Literacy [Units of Instruction](#)
- [YMHFA Training](#)
- [TSS Online Professional Development System](#)



How Do We Create a More Comprehensive System?



Perspective Shift

Discipline is to
teach, not to
punish

Open dialogue
about mental
health is the
norm

Behavior is
communication

People do well
if they can

Social
Influencers must
be addressed to
improve mental
health

Mental health
is an asset

Adult wellness is
as important as
student wellness

Shifting Perspectives, Cultures, and Climate: Promising Practices

- [Peer to Peer Suicide Prevention](#)
- [Restorative Practices](#)
- [Compassion Resilience Toolkit](#)
- [DPI SEL](#) Competencies and Resources



Shifts in Culture and Climate

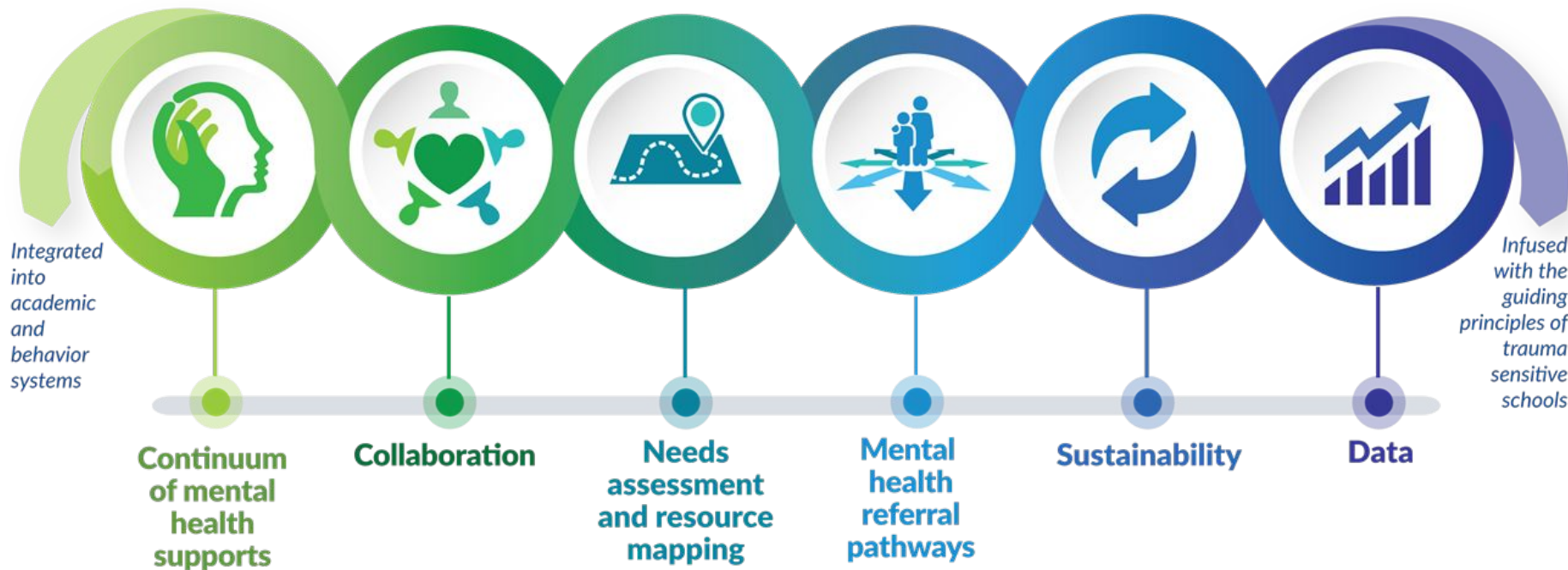


How Do We Create a More Comprehensive System?

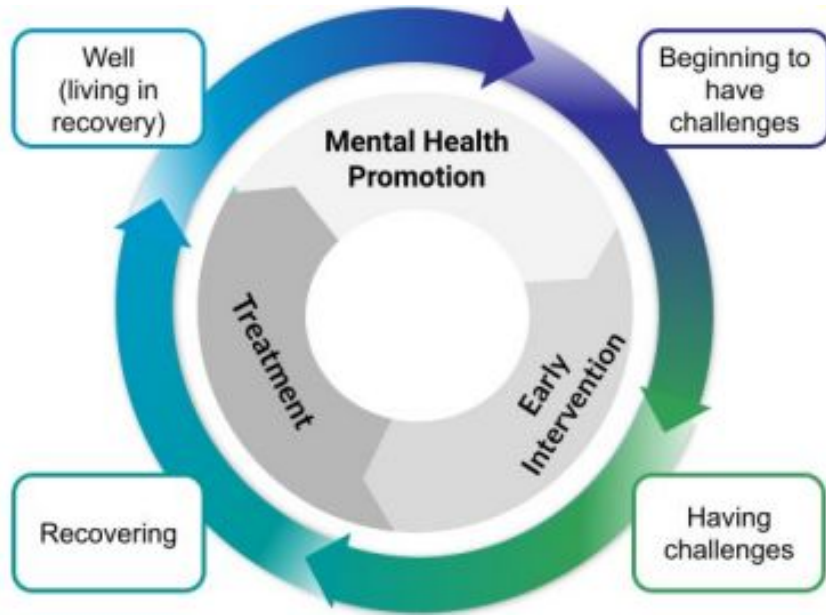




Wisconsin's Comprehensive School Mental Health Framework



Continuum of Supports



Mental Health Promotion

SEL, Mental Health Literacy, Staff Wellness, PBIS

Early Intervention

Small group supports, mentoring, daily check-ins

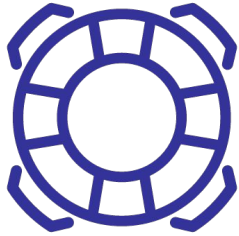
Treatment

Individual, group, family therapy, wraparound services

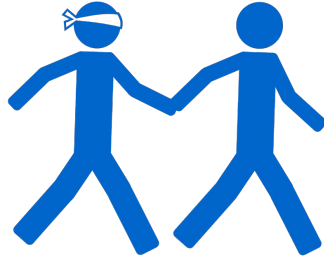
Crisis Response

Suicide assessment, crisis support plans

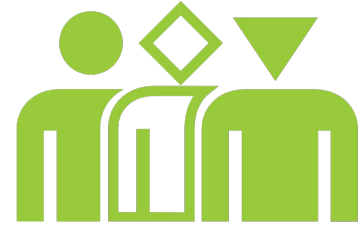
Trauma Sensitive Lens for CSMHS



Safety



Trustworthiness



Cultural Responsiveness



Empowerment



Collaboration



Choice

Policy Review Tool

Review Tool for School Policies, Protocols, Procedures & Documents: Examination Using a Trauma-Sensitive School Lens

Trauma-Informed Care (TIC) Value	Desired Characteristics of the Policy, Protocol, Procedure or Document	Consistency with the Desired Characteristic*					Cite evidence to support rating
		1 Very Inconsistent	2 Inconsistent	3 Neutral or Not Sure	4 Consistent	5 Very Consistent	
Safety	This policy, protocol, procedure or document: <ul style="list-style-type: none"> Reinforces listening to students' histories without judgment. Emphasizes value for emotional and physical safety for students, including adapting usual approaches, if needed. 						
Trustworthiness	This policy, protocol, procedure or document: <ul style="list-style-type: none"> Recognizes trust is something that is earned over time, so students may not tell the truth until a relationship is established. Recognizes students may "test" relationships, because they may have been hurt by people close to them in the past who were supposed to guide or protect them. 						
Collaboration	This policy, protocol, procedure or document:						

Questions for Application

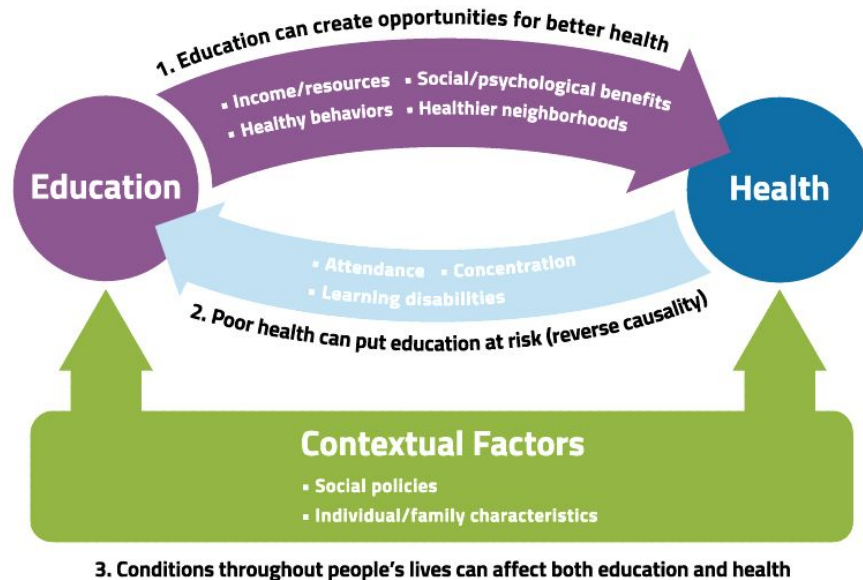
How does this policy, program, practice, or procedure:

- Increase relationships?
- Promote the TSS guiding principles?
- Support staff wellbeing and growth?
- Account for impacts of trauma?
- Build resilience, mastery, and hope?
- Incorporate regulatory practices?
- Focus on the system's impacts on the problem?
- Honor the behaviors, beliefs, and historical experiences of families and communities?

Why Comprehensive School Mental Health?

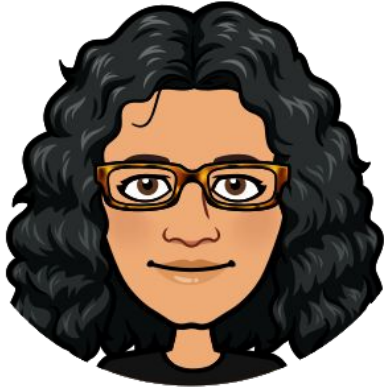
“A CSMHS increases health equity by ensuring all students and staff have access to the prevention, early intervention, and treatment supports that they need, when they need them, free of stigma.”

-DPI,2021



VCU Center on Society and Health

Thank You!



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